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Unlike some books in this field, the author differentiates the point of view of teleology and that of natural science at the outset. This differentiation is accomplished by presenting the principles, in the case of each larger problem, from the teleological point of view. These are then supported by the conclusions of natural science. Another characteristic of the book is found in the emphasis that is placed on the importance of the appreciation of values in the educative process as over against the importance of the knowledge of facts. Throughout the book the author assumes a mid-ground between the extreme views held concerning each particular problem.

A preliminary statement of suggestions for using the book as a text, together with a graphic outline of the book itself, found in one chapter, add to the usefulness of the volume. Problems for further study are placed at the end of each chapter and a bibliography and index complete the book.

In the words of the editor, the book "will not only help the college student to orient himself in the midst of the complexities of such an unorganized field but will also provide the investigator and college teacher with, at least, a point of departure in his thinking."

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*Education and the League of Nations.*—Dr. Luckey is well known as the author of several useful books dealing with various phases of education, and it is quite natural that he should gather up in his recent volume<sup>1</sup> his lectures and essays related in a more or less intimate way to the problems growing out of the World War. The title suggests in the main the three motives of the book.

Obviously it would be unusual were a collection of this sort to be possessed of organic unity. It is lacking here. Part I consists of chapters devoted to discussions of educational problems; Part II, to the dangers threatening democracy and the things which must be done to make it safe; and Part III, to the proposed league of nations.

We have called attention to the lack of organic unity in the book. This is more apparent than real, since in the part devoted to the discussion of educational problems there is a constant effort to impress the idea that education must fit pupils to live in a democracy. In the chapter on "The Reorganization of Education" the author attacks autocracy in education in these words:

The autocracy in our educational system is well entrenched and will die hard. It cannot all be overthrown at once. But the greatest danger to democracy in the reorganization of education will come through the deception and double dealing of the left-over autocrats in high places who, in spite of their smooth phrases, are unsympathetic. If the reorganization of education gives to all the people what they need, desire, and have a right to expect, it will be because the work is directed by intelligent, well educated, clean, honest, sympathetic leaders [p. 80].

<sup>1</sup> G. W. A. LUCKEY, *Education, Democracy, and the League of Nations*. Boston: Richard C. Badger, 1920. Pp. 347. \$2.50.

The function of education in preparing leaders in the democratic movement taking hold of the world is the common thread running through the discussion of educational problems. The diversity of topics, however, under which one must seek this idea, is indicated by the chapter headings "The Philosophy of Peace," "Harmonizing Vocational and Cultural Education," "Functions of the Graduate School of Education," "The Reorganization of Education," and "Educational Welfare Get-Together Clubs."

It seems hardly worth while to review the book in greater detail. Part II is made up largely of familiar comparisons, as between autocracy and democracy, with the customary appeals to the people of America to make a just appraisal of the conditions confronting them.

Part III contains the complete text of President Wilson's Fourteen Points, together with that of the revised covenant of the League of Nations. Dr. Luckey's philosophy leads him whole-heartedly to support the proposed covenant with arguments which are now quite familiar to all. It is unnecessary to restate them.

The book is not a significant contribution to the field of educational literature, but will be read with interest by those who know Dr. Luckey as a friend or teacher.

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*Survey of natural science in Great Britain.*—The Great War revealed many weaknesses in the educational scheme both in this country and abroad. Not long after its beginning Great Britain realized, to her discomfiture, that she had failed to train technicians and scientists in sufficient numbers to meet her pressing needs. A bulletin<sup>1</sup> giving the complete report of the "Committee Appointed by the Prime Minister to Inquire into the Position of Natural Sciences in the Educational System of Great Britain" sets forth a program according to which it is hoped to make natural science a factor of equal importance with the classics or social sciences. That the report is from the hands of able men is evidenced by the fact that the committee is headed by Sir J. J. Thompson.

It is evident that, with respect to the teaching of science, educational thought, both in this country and Great Britain, is developing in the same general direction. The problems are quite alike. Nature-study has failed to make its success apparent largely from the want of properly trained teachers. In the higher forms the science work has been too formal and limited. Entrance examinations have been disturbing factors. Nevertheless, the need is apparent, and the report is replete with valuable suggestions and observations. According to it, not only is science to develop specialists, but it is to become a possession of all the people. "We are concerned with the education of the citizen, with the diffusion of scientific conceptions and habit of mind their study induces among the general mass of the educated people" (p. 22).

<sup>1</sup> Report of Committee on "Natural Science Teaching in Great Britain," *Bureau of Education Bulletin No. 63, 1919*. Washington: Department of the Interior. Pp. 106.